



# Lesson Planning for 21st Century Learners:

## Some Things We Need to Know

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# I can . . .

1. explain why backward design is a good organizing principle for lesson planning
2. use backward design as a framework to design my lessons
3. explain why the primacy/recency effect is important
4. incorporate the primacy/recency effect into my own lesson planning
5. unpack unit Can Do statements in order to create lesson learning targets





What is the #1 reason students  
sign up for foreign language  
classes?

*A majority of students indicated that wanting to be able to use a second language was the **main** reason for studying [it].*



*Attrition in Foreign Language Courses:  
Possible Causes and Solutions  
(Unpublished doctoral dissertation)  
Maria Nuzzo, 2006*

What happens when you  
don't get what you want or  
need?





Any idea what percentage of students do NOT continue once the perceived requirement is met?

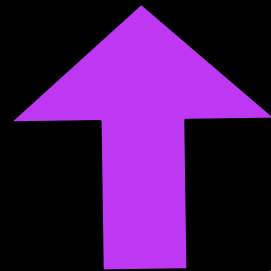
75%



**“ I am so tired of those  
damn verb *congregations!*”**



# 75%



Do you think these students were  
“motivated?”



Motivation is THE most influential factor  
in learning a new language

*R.C. Gardner in Shrum and Glisan  
Teacher's Handbook, 2010*



Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will make in that respect.

J.M. Keller, "Motivation: Reopening the Research Agenda"  
in Crooks and Schmidt, 1983





Motivation is a rational decision; people make a decision to engage in something or not.

Richard Sagor

ASCD Education Update, January 2008

# Keller's Theory of Motivation



Interest



Relevance



Expectancy



Outcome

So . . . how do we make sure  
that we keep them motivated?







# PLANNING!!!







# Failing to plan . . .

# is planning to fail !



# Designing Instructional Pathways

National standards

State standards

Local curriculum

**Lesson Plans**



Brainstorm all the things that  
need to be considered when  
designing lessons.

# Backward Design

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graph TD; BD[Backward Design] --- P[Purpose & agenda]; BD --- C[Closure]; BD --- BT[Bloom's Taxonomy]; BD --- DAP[Developmentally appropriate practice]; BD --- S[Scaffolding]; BD --- M[Motivation]; BD --- D[Differentiation]; BD --- BCI[Brain-compatible instruction]; BD --- SCI[Student-centered instruction]; BD --- F[Feedback]; BD --- A[Assessment]; BD --- R[Research-based instructional strategies]; BD --- L[Lesson a part of unit];
```

Purpose &  
agenda

Closure

Bloom's  
Taxonomy

Lesson a  
part of unit

Developmentally  
appropriate  
practice

Research-  
based  
instructional  
strategies

Scaffolding

Assessment

Motivation

Feedback

Differentiation

Brain-  
compatible  
instruction

Student-  
centered  
instruction

Backward Design as an  
organizing principle . . .

for lesson planning

advantages ?

disadvantages ?



In the absence of Backward  
Design as an organizing  
principle . . .

how is instruction usually  
planned?



## Traditional Planning

- ❖ Goals & Objectives
- ❖ Activities
- ❖ Assessments

## Backward Design

- ❖ Goals & Objectives
- ❖ Assessments
- ❖ Activities

## Lesson Plan

Unit \_\_\_\_\_

Lesson Number \_\_\_\_\_ of \_\_\_\_\_

Grade Level \_\_\_\_\_ Time of Year to be Taught \_\_\_\_\_

Stage 1: What will students know and be able to do at the end of this lesson?

*DO*

*KNOW*

What **vocabulary**, **structures** and **culture** do students need in order to meet the learning target?

- What will students be able to do at the end of this lesson that they couldn't do when it started?

- real-life, student-friendly language

*"You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place."*



# Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

## Stage 1: What will students know and be able to do at the end of this lesson?

**DO** You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place.

**KNOW** *Vocabulary*  
metro system  
subway station  
line  
destination  
transfer point  
ticket  
exit  
map

*Structures*  
Familiar and formal commands

*Culture*  
normalcy of use of this mode of  
transportation in Madrid  
economical ways of using it

## Lesson Plan

Unit \_\_\_\_\_

Lesson Number \_\_\_\_\_ of \_\_\_\_\_

Grade Level \_\_\_\_\_ Time of Year to be Taught \_\_\_\_\_

**Stage 1: What will students know and be able to do at the end of this lesson?**

*DO*

*KNOW*

**Stage 2: How will you know that students can do that?**

At the end of the lesson, how will the students and you know that they can do the learning target?

## Lesson Plan

Unit *Holiday in Madrid*

Lesson Number 5 of 25

Grade Level MS/HS

Time of Year to be Taught Winter

### Stage 2: How will you know that students can do that?

As a closing activity, students will give me directions \* on how to get from Point A to Point B using the Madrid metro system.

\* students can text, email, or handwrite this information to give to the teacher.



### Stage 3: What instructional activities will be used?

Opening/Activity 1

Activity 2

Activity 3

Activity 4

Closing/Activity 5

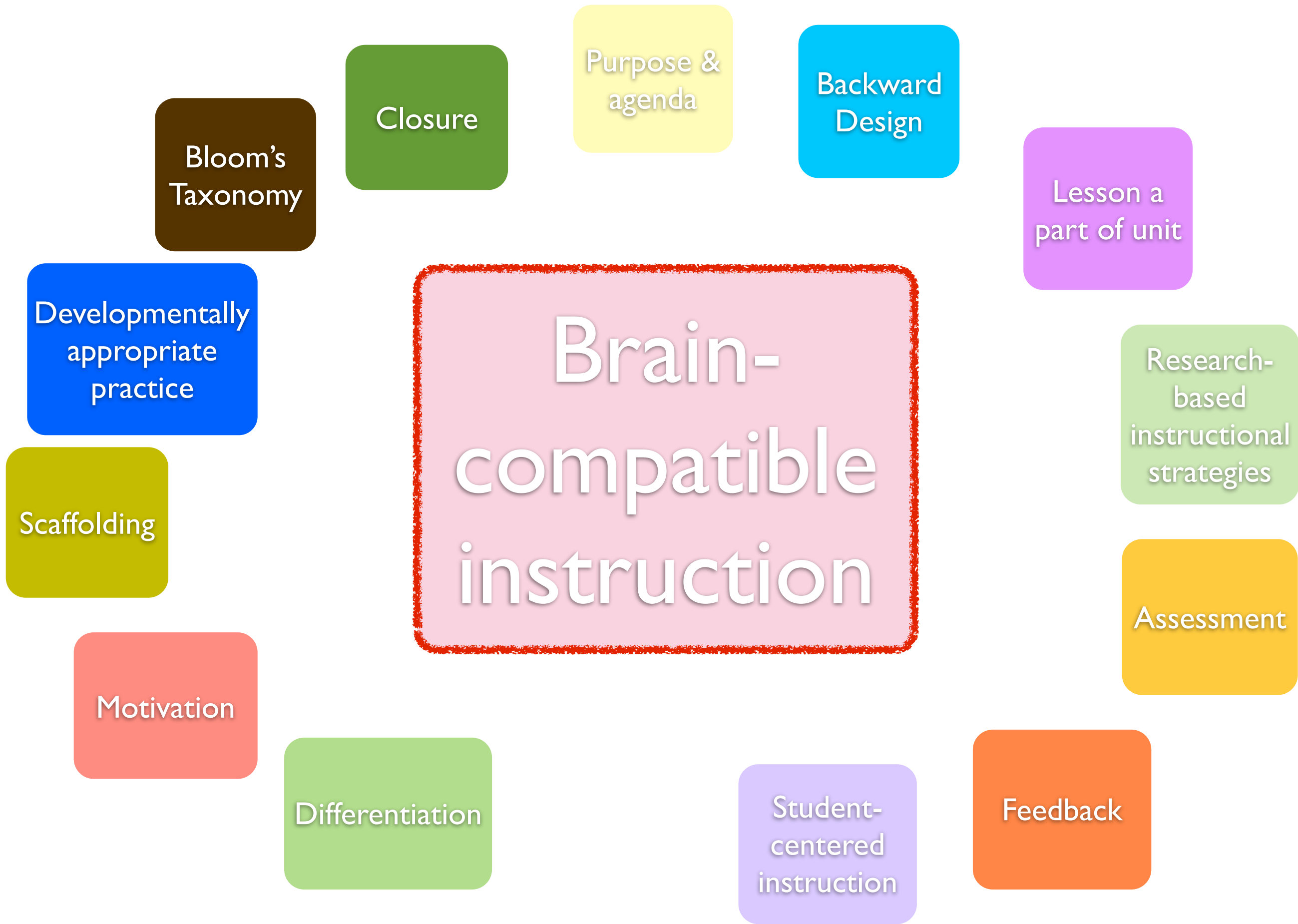
*Do the activities in the lesson . . .*

- give students a reason for needing/wanting to invest in the lesson?
- make the learner the active participant and NOT the teacher?
- engage ALL learners (vs. just one or two at a time)?
- provide multiple and varied opportunities for students to hear words/expressions supported by visualized contexts that make meaning transparent?
- provide authentic reasons for using the words and expressions?
- vary in level of intensity and mode?
- represent the BEST use of instructional time?

### Stage 3: What instructional activities will be used?

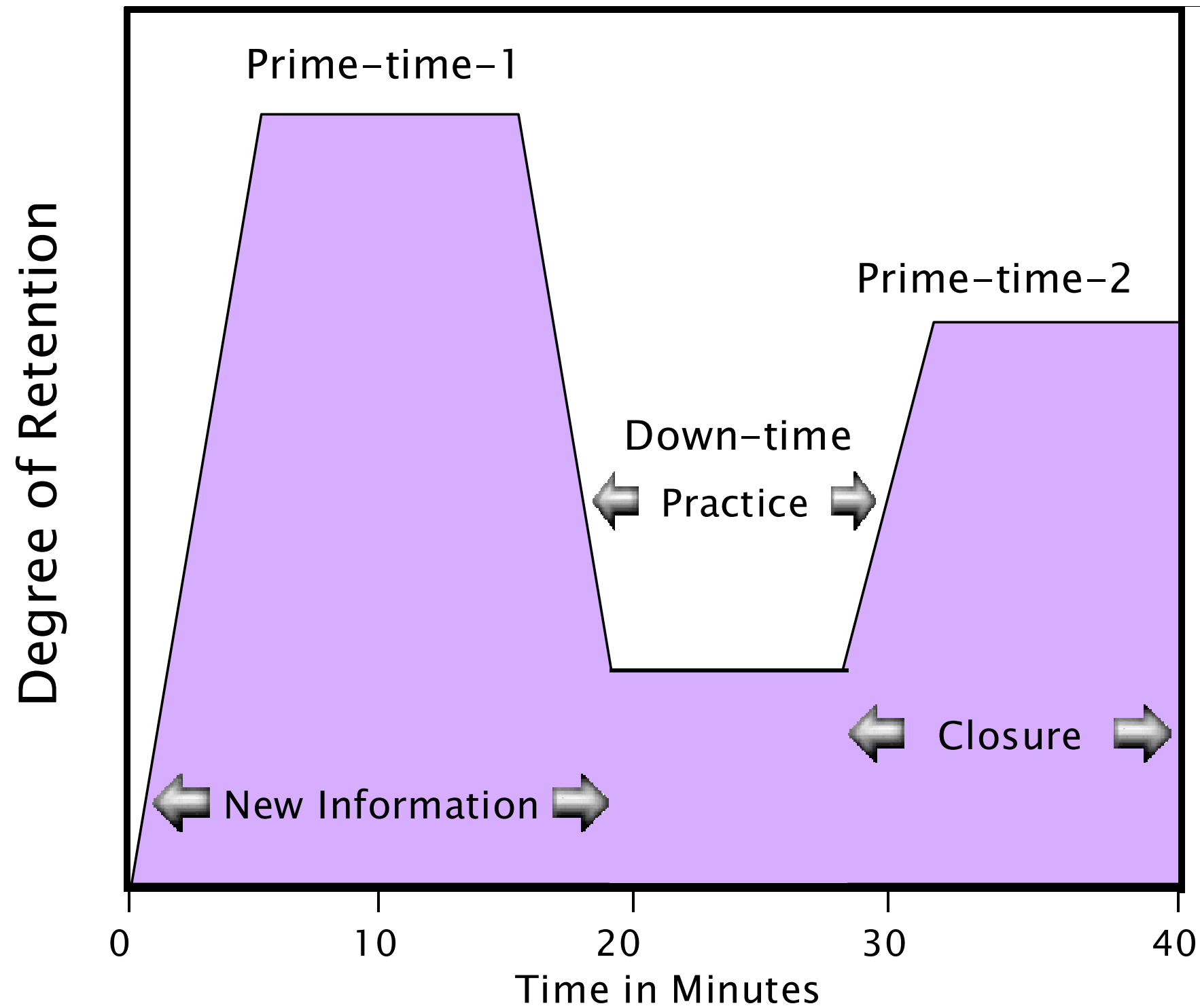
Opening/Activity 1	Bell ringer: Students poll 5 of their classmates about their top two favorite places they have learned about in Madrid and why they are their favorites. Each student records this information. * (5 minutes) Teacher welcomes students and launches the lesson explaining today's learning target. (1 minute)
Activity 2	Teacher provides background information about Madrid's metro system and walks students through the map, how tickets are purchased and fundamental information about getting from Point A to Point B (20 minutes)
Activity 3	Using the activity sheet giving present location and a destination, students work in pairs to determine the route using the Madrid metro system. In Part B of the activity, one student provides directions to follow using the Metro map and the other student has to say what landmark he is near when he arrives at the destination metro station. (10 minutes)
Activity 4	Teacher adds to the basic information about the Madrid metro by introducing the concept of having to change metro lines in order to reach a destination. (10 minutes)
Closing Activity	To assess the day's learning target, the teacher provides students with a landmark in Madrid as a starting point and a destination landmark. Students can text, email, or handwrite this information to give to the teacher (5 minutes)

\* Bell ringer information will be woven into tomorrow's lesson.



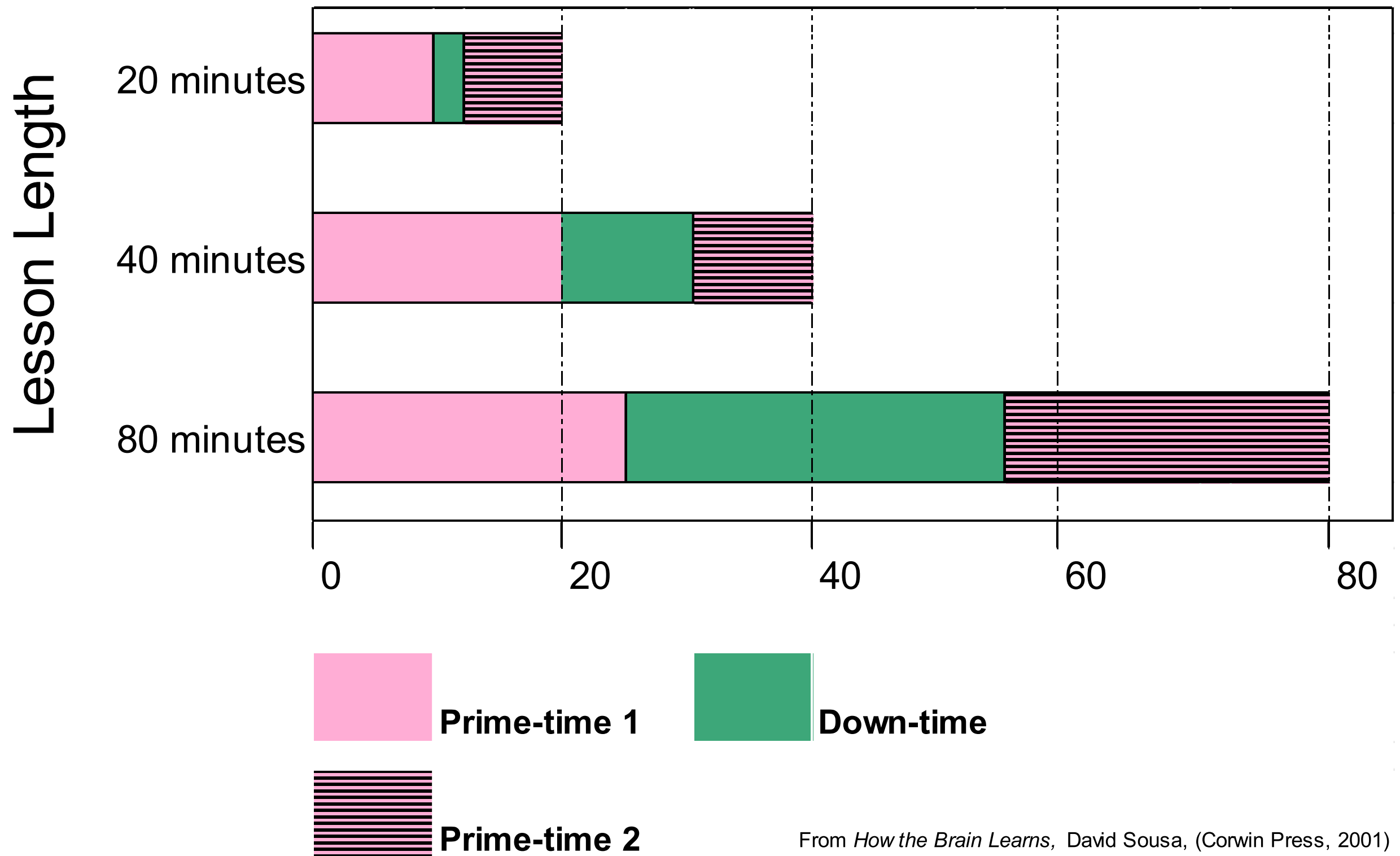


# Retention During a Learning Episode



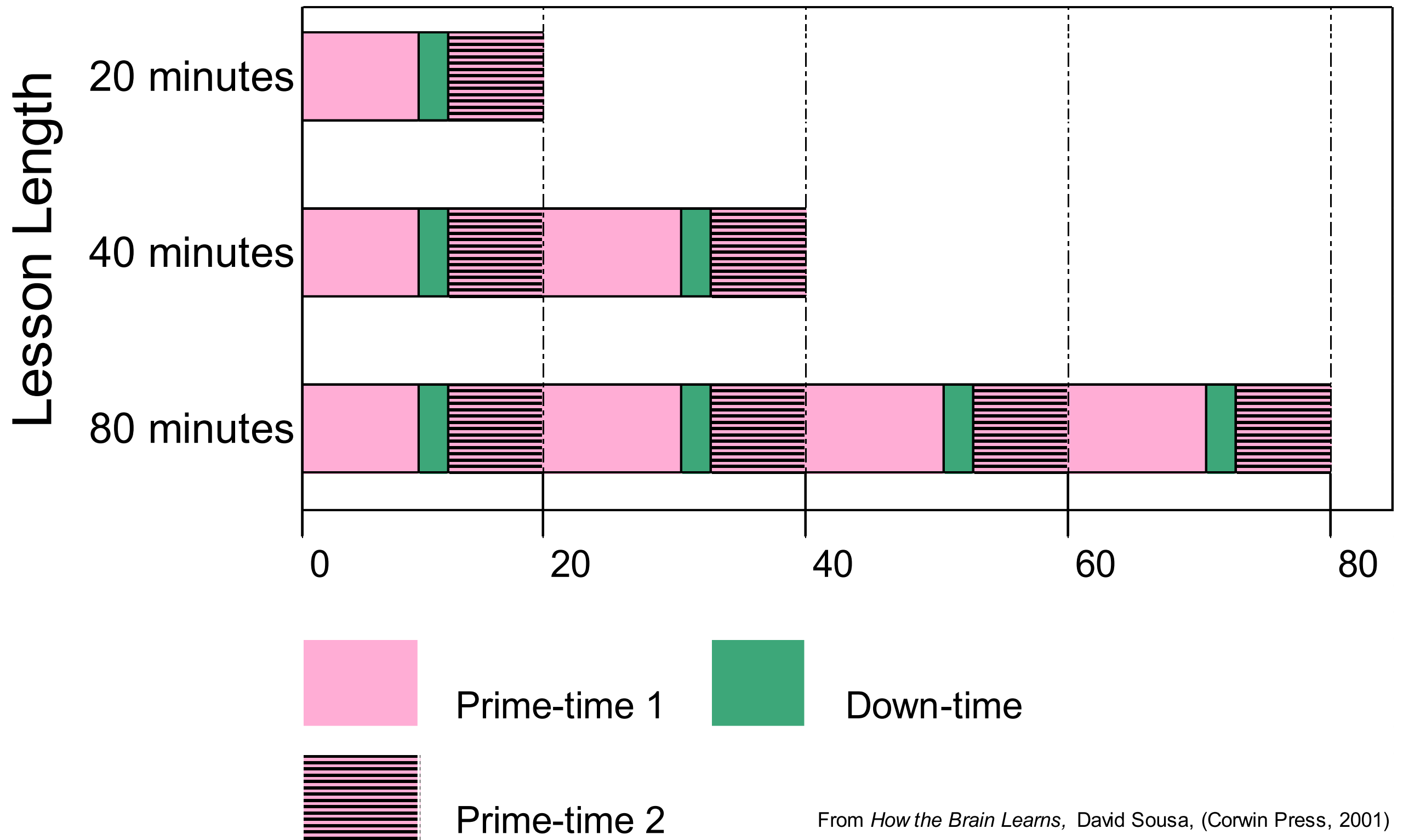
From How the Brain Learns, David Sousa, (Corwin Press, 2001)

# Approximate Ratio of Prime-Times to Down-Time During Learning Episode



From *How the Brain Learns*, David Sousa, (Corwin Press, 2001)

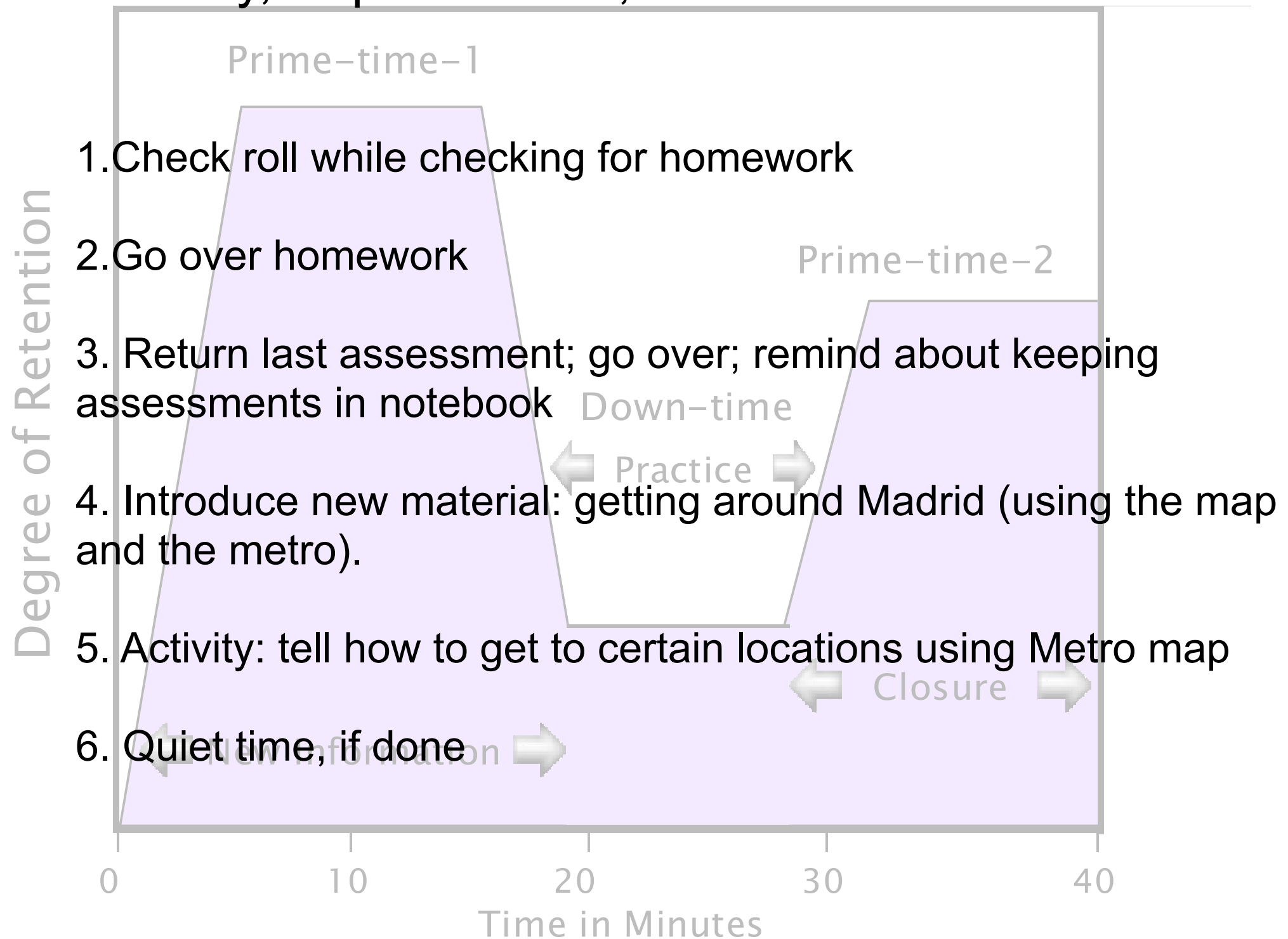
# Approximate Ratio of Prime-Times to Down-Time During Learning Episode





# Spanish 2

Monday, September 12, 2011



From How the Brain Learns, David Sousa, (Corwin Press, 2001)

# Implications of the Primacy/Recency Concept on Stage 3 Planning

1. The lesson should NOT start with administrative concerns (e.g., taking attendance, collecting homework, going over homework or some other assignment).

2. After a brief warm-up/bridge to the L2, the most important part of the lesson's work should be targeted while students are the most attentive and receptive.

- new information presented by the teacher
- an activity (or activities) carefully modeled and guided by the teacher
- "prime-time learning"

3. Following Prime-time 1, students should work independently--in pairs or in small groups--to apply what was presented in the major segment of the opening part of class. This parallels Down-time.

# Implications of the Primacy/Recency Concept on Stage 3 Planning

4. For the next segment of the class (Prime-time 2), the teacher has an opportunity to revisit information presented/dealt with in Prime-time 1.

- additional, ratcheted-up information
- expanded application of Prime-time 1 information

5. As a wrap-up of the “first instructional round,” time can be spent going over homework or other assignments, providing information that is not specifically related to classroom instruction.

6. Provide a brief “lift,” e.g., song, movement, “palette cleanser.”

7. Begin next “instructional round.”





# FIRST...

## let's unpack some unit Can Do's



# FIRST...



## Module 3:

**Proficiency target:** Novice-mid

### **Objectives:**

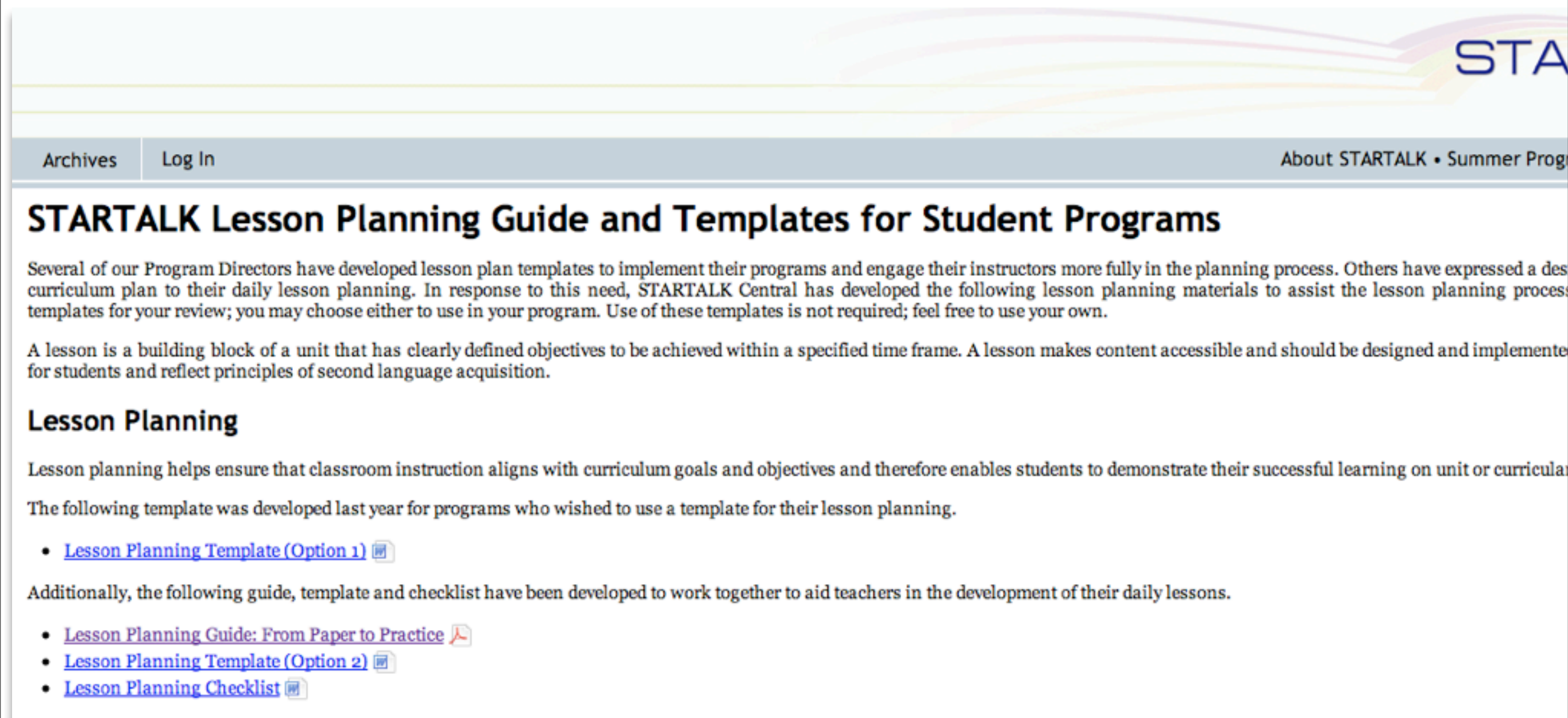
- I can tell what I eat/drink for breakfast, lunch, and dinner.
- I can ask and tell about what foods I like & dislike.
- I can say what I want to buy at the grocery store.
- I can read a menu and order what I like or say what others would like on the menu.
- I can tell about healthy and unhealthy foods.
- I can listen and understand someone describe their food likes/dislikes.





- I can tell what I eat/drink for breakfast, lunch, and dinner.
  - I can name some foods and drinks I like for different meals.*
  - I can group foods and drinks according to their appropriateness for breakfast, lunch and dinner.*
  - I can ask what foods and drinks my friends like.*
  - I can ask my friends what foods they prefer for certain meals.*
  - I can tell what meals my family takes together.*
  - I can tell what time I normally take meals on a given day.*
  - I can ask what time meals happen for my friends.*
- I can ask and tell about what foods I like & dislike.
  - I can tell someone what foods and drinks I like.*
  - I can tell someone what foods and drinks I do not like.*
  - I can ask someone what foods they like.*
  - I can ask someone what drinks they like.*
  - I can tell someone the foods and drinks that I like or do not like for particular meals.*
  - I can ask someone about the foods and drinks that they like or do not like for particular meals.*

<http://startalk.umd.edu/lesson-planning/>



The image is a screenshot of a website titled "STARTALK Lesson Planning Guide and Templates for Student Programs". The website has a header with "Archives" and "Log In" on the left, and "About STARTALK • Summer Program" on the right. The main content area has a large title "STARTALK Lesson Planning Guide and Templates for Student Programs". Below the title, there is a paragraph explaining that several program directors have developed lesson plan templates to implement their programs and engage their instructors more fully in the planning process. It mentions that STARTALK Central has developed the following lesson planning materials to assist the lesson planning process. A definition of a lesson is provided: "A lesson is a building block of a unit that has clearly defined objectives to be achieved within a specified time frame. A lesson makes content accessible and should be designed and implemented for students and reflect principles of second language acquisition." Below this, there is a section titled "Lesson Planning". The text states that lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular. It then says that the following template was developed last year for programs who wished to use a template for their lesson planning. A bulleted list follows with one item: "Lesson Planning Template (Option 1)" with a PDF icon. Below this, it says "Additionally, the following guide, template and checklist have been developed to work together to aid teachers in the development of their daily lessons." Another bulleted list follows with three items: "Lesson Planning Guide: From Paper to Practice" with a PDF icon, "Lesson Planning Template (Option 2)" with a PDF icon, and "Lesson Planning Checklist" with a PDF icon.

Archives Log In About STARTALK • Summer Program

## STARTALK Lesson Planning Guide and Templates for Student Programs


Several of our Program Directors have developed lesson plan templates to implement their programs and engage their instructors more fully in the planning process. Others have expressed a desire to have a curriculum plan to their daily lesson planning. In response to this need, STARTALK Central has developed the following lesson planning materials to assist the lesson planning process. We have developed lesson planning templates for your review; you may choose either to use in your program. Use of these templates is not required; feel free to use your own.

A lesson is a building block of a unit that has clearly defined objectives to be achieved within a specified time frame. A lesson makes content accessible and should be designed and implemented for students and reflect principles of second language acquisition.




### Lesson Planning

Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular.

The following template was developed last year for programs who wished to use a template for their lesson planning.

- [Lesson Planning Template \(Option 1\)](#) 

Additionally, the following guide, template and checklist have been developed to work together to aid teachers in the development of their daily lessons.

- [Lesson Planning Guide: From Paper to Practice](#) 
- [Lesson Planning Template \(Option 2\)](#) 
- [Lesson Planning Checklist](#) 

The Backward Design Lesson Template  
can be downloaded at  
<http://startalk.umd.edu/lesson-planning>



# STARTALK

Start Talking!



## *STARTALK: From Paper to Practice*

*Research and Writing Team*

Gregory Duncan, Myriam Met

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Scott Nichols, Kathleen Kilday, Matthew Jenkins



Duncan, G., Met, M. (2010). *STARTALK: From paper to practice*. College Park, MD: National Foreign Language Center at the University of Maryland. Available at [www.startalk.umd.edu/lesson\\_planning](http://www.startalk.umd.edu/lesson_planning)



Duncan, G.